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ABSTRACT

Offered as a guide for curriculum development efforts at the local level, this document outlines instructional goals and objectives for the West Virginia music education program. Instructional goals are given for early childhood education (grades K-4), middle childhood education (grades 5-8) and adolescent education (grades 9-12). The goals focus on developing competence in a general area. Instructional objectives are organized by area of study--general music, instrumental music--strings, instrumental music--winds and percussion, and choral music. Each of the instructional objectives asks the music student to perform specific tasks. A glossary of terms is included. (DB)

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Program of Studies: Instructional Goals and Objectives

Music

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West Virginia Department of Education
Henry Marockie, State Superintendent of Schools

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MUSIC PROGRAM OF STUDIES:

INSTRUCTIONAL GOALS AND OBJECTIVES

West Virginia Department of Education

Henry Marockie
State Superintendent of Schools

March 1991

FOREWORD

The West Virginia Board of Education is responsible for the design and development of high quality educational standards for all facets of a thorough and efficient educational system. This responsibility is established in Article XII, Sections 1 and 2 of the Constitution of West Virginia and interpretations contained in Pauley v. Kelley, W.Va., 255 S.E.2d 859 (1979) and Pauley v. Bailey, 324 S.E. 2d 128 (W.Va. 1984). The Board's responsibility for development of instructional goals is prescribed by Chapter 18, Article 2, Section 23 and Article 2E, Section 2 of the State Code.

This document, compiled by Jeanne Moore, Coordinator of Fine Arts for the West Virginia Department of Education, presents the music program of study for West Virginia public schools. Included in this volume are: Policy 2520, Criteria of Excellence, that defines instructional goals and objectives; Regulations (2520) that describe the uses of instructional goals and objectives; Regulations 2520.10, the specific goals adopted for the music program of study; and recommended instructional objectives that may be used for the development of local curricular materials.

The instructional goals and objectives for music were developed by a committee of West Virginia music educators whose meetings and deliberations spanned more than a year. The committee members, whose names are listed on page iii, are hereby acknowledged with gratitude for their work and expertise. The West Virginia Department of Education is also grateful to the many music educators throughout the state who responded to requests for review of the draft documents and who submitted helpful comments concerning them.

This document is offered to counties to guide curriculum development efforts at the local level and to assist West Virginia educators to bring high quality music instruction to the young people in our schools.

Henry Marockie
State Superintendent of Schools

7194n

COMMITTEE FOR THE DEVELOPMENT OF INSTRUCTIONAL GOALS AND OBJECTIVES FOR MUSIC

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CRITERIA OF EXCELLENCE

EXECUTIVE SUMMARY

CRITERIA OF EXCELLENCE: INSTRUCTIONAL GOALS AND OBJECTIVES

Series 44B, Policy 2520

PURPOSE

The proposed policy is intended to establish a learner based educational system for the public schools of West Virginia. It operationalizes West Virginia Code 18-2E-2 that calls for the State Board to develop, adopt, revise and update statements of instructional goals, from which instructional objectives are derived, to define the knowledge, skills, attitudes, and behaviors of students in each of the content areas. Further, it links selection of instructional materials, preparation of teachers, and evaluation of students to opportunities to achieve mastery of the goals and objectives.

BACKGROUND

Previously, Policy 2422.01, Assuring the Quality of Learning in West Virginia Public Schools, established the state's goals for education under the twin principles of equity and excellence by offering to each student in the state an opportunity to achieve mastery of the state approved programs of study and specified learning outcomes, defining for the first time the knowledge, skills, attitudes, and behaviors in each content area. This policy, Series 4B, Policy 2520, which replaces Policy 2422.01, provides local school districts the desired flexibility to use recommended instructional objectives appropriate to specific district needs while reaffirming the State Board's commitment to a state level learner based system of educational program development through clearly stated instructional goals.

Criteria of Excellence: Instructional Goals and Objectives
Policy (2520)

The State Board of Education believes that the guiding principles of excellence and equity of educational opportunity provide the foundation upon which a learner-based system of educational program development and delivery is built. Further, the board recognizes that the primary goal of such a system is to establish high quality standards concerning performance expectations for all students attending West Virginia public schools.

Therefore, the Board affirms its commitment to a state level learner-based system of educational program development and delivery that ensures that each learner has the opportunity to master the knowledge, skills, attitudes, and behaviors related to state approved programs of study through delivery of approved instructional goals and recommended instructional objectives. These programs of study and instructional goals are periodically reviewed to ensure they meet the developmental needs of students and represent an appropriate scope and educationally sound sequence of learner experiences throughout the public school curriculum.

Policy Adopted: September 14, 1990

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WVDE

Criteria of Excellence: Instructional Goals and Objectives
Regulations (2520)

Section 1. General

The State Board of Education recognizes that curricular programs in the public schools should be current, sequenced to build upon prior learning, and appropriate to the developmental needs of the learner.

Section 2. Instructional

To operationalize the principles of excellence and equity, the Department of Education will develop and the State Board will approve instructional goals for each program of study prior to the adoption of textbooks. Instructional goals are comprehensive statements describing components crucial to the mastery of knowledge, skills, attitudes, and behaviors in individual programs of study.

Section 3. Instructional Objectives

The Department of Education in conjunction with content instructors from each RESA, selected from the program under consideration for revision-adoption, will derive instructional objectives from approved goal statements. These instructional objectives will further define the knowledge, skills, attitudes, and behaviors so that learners may have the opportunity to develop that knowledge skills, attitude and behavior in each program of study, thus providing both direction/uniformity to local school districts and the desired flexibility to use the instructional objectives appropriate to the specific needs of the district.

Section 4. Program Assurances

The Department of Education will consider instructional goals and objectives in the selection and adoption of textbooks and statewide student assessment instruments.

Section 5. Professional Preparation Programs

Professional preparation programs and evaluation systems will be developed and implemented in a manner that (1) addresses the programs of study through approved instructional goals and recommended instructional objectives, and (2) the knowledge and skills required to successfully assist students in mastering those goals.

Criteria of Excellence: Instructional Goals and Objectives
Regulations (2520)

Section 6. Requirements for Local School Districts

The Board shall require local school districts, following adoption of the Program of Study: Instructional Goals, to: (1) review and revise county curriculum guides to include, but not be limited to, the state Program of Studies: Instructional Goals; (2) develop criteria from the newly adopted program for use in the selection of textbooks; and (3) provide direction to instructional staff to implement the adopted Program of Studies: Instructional Goals.

Section 7. Guidelines and Technical Assistance

Finally, the Department of Education will develop guidelines and provide technical assistance and leadership programs related to the implementation of this policy.

Regulations Adopted: September 14, 1990

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INTRODUCTION

INTRODUCTION

The Role of the Fine Arts in the School Curriculum

Education of the child is not complete when students are provided numbers and words as their only tools for communication. Education that includes sequential instruction in communication through color, sound, images, and movement provides students with experiences basic to their physical, intellectual, and emotional growth. Study of the arts provides children with an array of unique experiences. The language of the arts opens the way for children to explore their innermost thoughts and feelings and discover creative ways to express them through sounds, movement, and images. A comprehensive arts education program is basic to the general education of every child.

Convinced that an examination of the arts in education was needed, Congress in 1985 mandated a national study. The result was **Toward Civilization: A Report on Arts Education**, an investigation by the National Endowment for the Arts which identified four purposes of arts education:

1. Arts education gives young people a sense of civilization. All students should know the contributions of artists to mankind and the priceless record of history represented in their works. Students should learn that they will become responsible for preserving works of art from the past as well as works of art being created today. Future generations will know more about our thoughts and values through works of art than by any other recording of history. The cultural diversity in American society mandates that all students learn the art forms of cultures throughout the world.

2. Arts education fosters creativity. Students should be given opportunities to acquire the discipline and craft necessary to create and perform works of art.

3. Arts education teachers effective communication. The language may be verbal, as in literature, non-verbal, as in music, dance, and the visual arts, or a combination as in drama, opera, musical theatre, and the media arts. Young people should be given an education enabling them to understand these languages and analyze their meanings.

4. Arts education provides tools for critical assessment of what students see and hear.

The arts--dance, drama, music, and the visual media--are unique bodies of subject matter which should be taught primarily for their own sake.

Guiding Principles for Music Education

Policy 2100, **Educational Goals for West Virginia**, specifies that the public schools ". . . shall develop in students an appreciation of their opportunity and responsibility for acquiring knowledge, skills, and attitudes required for . . . understanding of and participating in the creative, visual, and performing arts to enrich the quality of their lives."

The development of musical understanding, skill and appreciation is, properly, a function of an educational system which seeks to provide for the needs and interests of all of the young people within the society. A guiding principle for music instruction in the schools is that musical understanding, skill, and appreciation result from the development of concepts of the basic elements of music: melody, harmony, form, rhythm, tempo, dynamics, and timbre. These basic elements are common to all musics; no music can be understood except in terms of these elements and combinations of them. They should always be studied within a genuine musical context. The development of any musical concept is entirely dependent upon the learner's personal experience with music illustrating that concept. Theoretical aspects of music should never be divored from authentic literature personally experienced by learners as performers or as listeners.

The second guiding principle is that the design of a program of music education should provide a sequential series of required and elective offerings which will give each student varied experiences and multiple opportunities to develop:

1. Creative talent is an atmosphere which fosters, nourishes and values the creative products of each individual's imagination and skill;

2. Musical understanding and appreciation which will enable him/her to make value judgments about music of the past, present, and future;

3. Skills in critical thinking through description, analysis, interpretation, and evaluation of music from social, cultural, ethnic, and national groups both past and present;

4. A sense of personal identity and esteem through understanding and appreciation of his/her musical abilities, needs, interests, and goals;

5. Knowledge and skills which will enable him/her to participate in music as a leisure activity and/or to pursue advanced study leading to a career in music.

Purposes of the Instructional Goals and Objectives for Music Education

This document contains instructional goals and sample instructional objectives for music education. The instructional goals, approved by the West Virginia Board of Education, are provided for the purpose of describing components crucial to the mastery of knowledge, skills, attitudes, and behaviors in the music program of study.

The sample instructional objectives are derived from the approved goal statements. These sample instructional objectives further define the knowledge, skills, attitudes, and behaviors that learners may have the opportunity to develop in a sequential music program of study. The instructional objectives serve as a model--rather than a minimal--program. The program of study and objectives describe an exemplary music education program for learners from kindergarten through grade twelve. The guidelines set forth in this document should assist teachers and administrators concerned with curriculum improvement to determine what music education can and should be.

Rationale for the Instructional Goals and Objectives

The instructional goals and objectives give consideration to the learner, the subject, and the sequence of objectives as the most important elements of the instructional process.

The learner. The instructional goals and objectives are designed to encourage maximum intellectual, physical, and emotional growth on the part of each individual learner. The instructional goals and objectives lend themselves to a variety of teaching strategies and activities. This approach to curriculum design recognizes the differences among students' interests, cultural backgrounds, learning styles and rates of speed. The instructional goals and objectives provide for the development of skills in performing, reading, creating, listening to, and describing music. Performing skills include singing, playing instruments, and moving to music. Reading skills involve the recognition and use of music symbols and notation. Skills in analyzing and describing music are important for listening, performing and for creating music. The act of creating music draws upon all of the learner's previous musical experiences and progresses from the spontaneous creation of a simple chant to more complex modes of expression.

The subject. A fundamental premise underlying the development of curricular materials is that there exists, within a subject, specifiable content without which only a shallow understanding can be achieved. The subject matter of music is defined in terms of its basic elements; melody, harmony, form, rhythm, tempo, dynamics and timbre. The instructional goals and objectives provide for the study of these basic elements and their use in various forms and styles of music.

In order to provide for flexibility in the curriculum, musical content, rather than specific repertoire, has been listed. It is important for teachers to select musical materials consistent with the concepts to be learned. It must be recognized that a learner will only develop a musical concept as he/she comes into contact with, and personally experiences, authentic music which embodies that concept.

The sequence of goals and objectives. Instructional goals are provided for three sequential programmatic levels: early childhood, middle childhood, and adolescent education. The goals for the middle childhood required and elective offerings build upon previous learning in the early childhood years. The goals for elective offerings in adolescent education extend the prerequisite learnings of the middle childhood program.

Instructional objectives for each required and elective music offering are suggested. These are arranged in a sequence of levels to facilitate learning. However, no specific sequence within each level is suggested or implied. The instructional objectives provide a flexible framework for the design of curricula to meet local school district needs.

Implementation of the Instructional Goals and Objectives

It is the responsibility of each local school district to determine the most effective and efficient means of providing opportunities for students to achieve the instructional goals adopted by the West Virginia Board of Education. This document is intended to assist local education agency administrators and teachers by setting standards relative to the product of instruction while not dictating the instructional process or teaching strategies to be used. The instructional objectives included are neither comprehensive nor restrictive; they are descriptions of tasks learners should be able to perform upon completion of instruction. These instructional objectives are not intended to imply a particular instructional setting; large group, small group or individual instruction may be used. Neither do they imply the use of a particular methodology. Choices regarding materials, teaching resources, strategies and activities must be made at the local level to suit local conditions.

Effective implementation of any curriculum depends upon the use of time, personnel, and materials to provide genuine opportunities for learning. Some counties may discover a need to increase the number of music teachers working in the schools, either as resource persons helping classroom teachers or as music teachers having daily contact with students. Still other counties may wish to experiment with interactive television, video-taped lessons, individualized learning packages, or other innovative programs.

Curriculum development is an ongoing and continuous process. No curriculum is ever complete. It grows as teachers strive to meet the needs of individual students and to guide young people toward the achievement of excellence.

INSTRUCTIONAL GOALS

Instructional Goals: Music Program of Study
Regulations 2520.10

Early Childhood Education
(Grades K-4)

The goal of the Music Program of Study in Early Childhood Education is to prepare students to participate in and use music to enrich the quality of their lives. The local school district shall provide multiple opportunities for each student to develop his/her ability to:

Area of Study: Classroom/General Music

Performing/Reading

- Sing and/or play a repertoire of tunes progressing in difficulty from two- and three-note melodic patterns to pentatonic tunes and to songs in major and minor keys;
- Perform simple harmonic accompaniments (i.e., ostinatos and chord patterns played on bells or xylophones);
- Perform a part in two- and three-part rounds and partner songs;
- Recognize, interpret, and use symbols of musical notation:
  - progressing from pictorial or blank notation for two-note melodic patterns to standard notation for pentatonic tunes and simple songs in C major,
  - progressing from pictorial symbols to the use of whole, half, quarter, beamed eighth and sixteenth notes, whole, half and quarter rests, and eighth-note triplets,
  - including signs for dynamics and tempo (e.g., p, f, mp, mf, rit., accel., fermata);
- Demonstrate the beat and melodic rhythm of music in meters of 2, 3, 4; $\frac{2}{4}$ $\frac{3}{4}$ $\frac{4}{4}$

Creating

- Create simple melodic patterns, tunes, or sound-stories and improvise pentatonic tunes;

Listening/Describing

- Identify simple musical forms (e.g., AB, ABA, rondo) and compositional techniques (e.g., introduction, coda, sequence);
- Recognize the timbre of adult soprano, alto, and bass solo voices and choral ensembles presented aurally;
- Identify basic string, woodwind, brass, and percussion instruments presented aurally and visually.

Middle Childhood Education
(Grades 5-8)

The goal of the required and elective offerings of the Music Program of Study in Middle Childhood Education is to prepare students to participate in and use music to enrich the quality of their lives. The local school district shall provide multiple opportunities, built upon previous learning, for each student to develop his/her ability to:

Area of Study: Classroom/General Music

Performing/Reading

- Perform a twelve-bar blues composition, melodic minor and modal melodies, descants, two- and three-part songs;
- Perform at sight melodies and two-part songs in C, F, Bb, Eb, G, D, or A major;
- Perform notated meters of 5, 7, and 9 and meter changes using 5, 7, and 9;
- Recognize, interpret, and use:
  - the major scale pattern of whole and half steps,
  - key signatures for C, F, Bb, Eb, G, D, and A major in treble and bass clefs,
  - I, IV, V, V7 chords of C, F, and G major,
  - treble and bass clefs,
  - eighth notes and rests, dotted quarter and half notes, beamed eighth and sixteenth notes, tied notes, syncopated patterns using eighth and quarter notes,
  - anacrusis, augmentation, and diminution,
  - 2, 3, 4, 6, 2, C, ¢ and meter changes using them, 4 4 4 8 2
  - dynamic and tempo markings (e.g., sfz, fp, subito p, a tempo, rubato);

Creating

- Create and improvise rhythmic and melodic compositions and accompaniments;

Listening/Describing

- Distinguish between songs in major and minor keys presented aurally;
- Identify musical forms (e.g., fugue, opera, operetta/musical, theme and variations) and compositional techniques (e.g., D.S.);
- Compare works representing different style periods;
- Describe the use of tempo and dynamics in music that is heard;
- Identify solo voices, choral ensembles, orchestral instruments, instrumental ensembles, folk instruments, keyboard instruments, and electronic instruments presented aurally.

Area of Study: Instrumental Music--Strings

Performing/Reading

- Play melodies and scales:
  - using major keys through three sharps and three flats, minor keys through two sharps and two flats, and chromatic tones,
  - progressing from first position to third position for violin and viola and half, second, third, and fourth positions with extensions for 'cello and bass;
- Play at sight melodies in C, G, and D using first and third positions for violin and viola and half, first, second, third, and fourth positions for 'cello and bass;
- Match pitches, tune his/her instrument, and play natural harmonics;
- Play, play at sight, and identify unisons, octaves, seconds, thirds, fourths, fifths, sixths, and sevenths using one open string and a fingered note;
- Play like and unlike phrases, sequences, triads in major keys, duets, two- and three-part rounds;
- Identify binary, ternary, and rondo forms;
- Recognize, interpret, and use musical symbols:
  - rhythmic notation including tied notes, sixteenth notes, dotted rhythms, syncopation, and eighth-note triplets,
  - signs for dynamics and tempo (e.g., p, f, mp, rit., a tempo, andante, largo),
  - compositional techniques including the repeat sign, D.C. al Fine, multiple endings, and D.S. al Fine,
  - melodic ornamentation--trills and grace notes;
- Play with a steady beat in meters of 2, 3, 4, 5, 6, and 9;
- Recognize and play with good tone quality:
  - pizzicato,
  - various bowings (detaché, staccato; two-, three-, and four-note slurs; slurred staccato; louré; spiccato; and martelé,
  - resonant and intense tone,
  - con sordino,
  - vibrato and non-vibrato.

Area of Study: Instrumental Music--Winds and Percussion

Performing/Reading

- Play melodies in the concert keys of F, Bb, and Eb, using major and perfect intervals, chromatic passages and scales, modulation(s), and solos;
- Play at sight melodies in the concert keys of C, G, F, Bb, Eb and Ab major, and minor keys (including harmonic minor);

- Notate and play major scales in the concert keys of C, G, F, Bb, Eb and Ab major and selected minor scales;

- Identify and perform:
  - duets, three-part rounds, and music with counter melodies,
  - binary and ternary forms,
  - compositional techniques (repeat signs, D.C. al Fine, multiple endings, measure repeat signs, D.S., coda);

- Perform rhythmic patterns using a steady pulse:
  - in meters of 2, 3, 4, 5, and 6,
  - in music having tied notes and triplets;

- Play a multiple bounce exercise; single strokes; five-, seven-, nine-, thirteen-, and seventeen-stroke rolls; flams; ruffs; flam accents; flam tap; flamacue; single, double, triple, and flam paradiddles; single and double drags; "Lesson 25" (Percussion only);

- Play at sight sixteenth notes and syncopated passages;

- Recognize, interpret, and use musical symbols for:
  - tempo (e.g., allegro, andante, rit., a tempo, moderato, accelerando, fermata),
  - dynamics (e.g., pp, p, mp, mf, f, ff, accents, crescendo, decrescendo),
  - articulation (e.g., slurs, legato, staccato);

- Demonstrate good tone quality and good ensemble playing.

Listening/Describing

- Identify, classify, and describe the method of sound production for woodwind, brass, and percussion instruments;

Area of Study: Choral Music

Performing/Reading

- Sing accurately major and minor scales and melodies, major and perfect intervals, metrical and textural accents, arpeggiated major and minor triads, and letter names of a bass clef melody;

- Sing unison, two-, and three-part songs from notated scores;

- Sing at sight a repertiore of tunes progressing in difficulty from an eight-measure melody through a three-part choral piece in a major key;

- Sing the I, IV, V7 chords as a member of an ensemble;

- Identify and sing music in AB, ABA, canon, and chorale forms, and spirituals;

- Perform at sight the melodic rhythm of music using meters of 2, 3, 4, 6, and C using meter changes, syncopated rhythmic patterns, augmentation, and diminution;

- Notate and play major scales in the concert keys of C, G, F, Bb, Eb and Ab major and selected minor scales;

- Recognize, interpret, and use symbols of musical notation including signs for dynamics and tempo (e.g., p, mp, mf, f, >, tenuto markings, largo, presto);

- Demonstrate, through performance, proper vocal techniques (tone production, breathing, attacks, releases, phrasing, dynamics);

Listening/Describing

- Describe characteristics of good tone production and of the changing voice;

- Identify soprano, alto, cambiata, tenor, and bass voices when heard.

Adolescent Education
(Grades 9-12)

The goal of the elective offerings of the Music Program of Study in Adolescent Education is to prepare students to participate in and use music to enrich the quality of their lives. The local school district shall provide multiple opportunities for students to develop ability to:

Area of Study: Instrumental Music--Strings

Performing/Reading

- Play melodies and scales:
  - using all major and minor keys and the chromatic scale,
  - using higher positions (second, fourth, fifth, sixth, and above for violin and viola; fifth, sixth, and thumb for 'cello; and fifth, sixth, and extreme upper for bass);
- Play at sight melodies using positions through fifth for violin and viola, and sixth for 'cello and bass;
- Play artificial harmonics ('cello and bass identify artificial harmonics);
- Play double-stopped intervals (excluding 'cellos and basses when not applicable); three- and four-note chords; and arpeggiated I, IV, and V7 chords in root position and first inversion;
- Play duets and trios (using the higher positions) and movements of a Baroque suite;
- Recognize, interpret, and use:
  - double sharps and double flats, a turn, and music script showing subdivision of the beat,
  - signs for tempo and dynamics (allegretto, accelerando, tempo changes, sforzando, sforzato, and terraced dynamics);
- Play in subdivided meters, 7, 12, 5, 7, and changing $\frac{4}{4}$ $\frac{4}{8}$ $\frac{8}{8}$ meters;
- Demonstrate characteristics of good ensemble playing in quartets and full orchestra;
- Prepare and evaluate his/her own solo performance.

Listening/Describing

- Identify thirds, melodic minor melodies, the tonal center and mode of a melody, and tone clusters;
- Compare two-, three-, and four-part harmony;

- Identify introduction, coda, fugue, subject and countersubject of a fugue, counter melody, movements of Baroque suite, and Sonata-Allegro form;

- Identify good tone quality; identify the characteristic timbre of each of the four strings on his/her instrument; describe the timbral characteristics of specific instruments; and distinguish between correctly and incorrectly adjusted instruments;

Area of Study: Instrumental Music--Winds and Percussion

Performing/Reading

- Play:
  - melodies in all major keys and minor keys,
  - melodies with arpeggios, grace notes, trills, turns, double sharps, and double flats,
  - solo passages and evaluate his/her performance;

- Play at sight melodies in major keys, minor keys, and melodies containing a change of meter;

- Notate and play a chromatic scale, major scales to and including five sharps and six flats, and a relative minor scale;

- Play arpeggiated I chords in major keys to and including four sharps and five flats; V7 chords in major keys to and including two sharps and two flats;

- Recognize, interpret, and play counter melodies and pieces using canon, fugue, march, concerto, and rondo forms;

- Interpret and play melodies using meters of 7, 9, and 12; polymeters; music script showing subdivision of the beat; changing meters; rubato; rhythmic augmentation and diminution; stage band rhythms; and symbols for rhythmic articulation;

- Play music using single, double, and triple ratamacues; the anticipated seven-stroke roll; ten- and fifteen-stroke rolls; drag paradiddle 1 and 2; and the flam paradiddle diddle (Percussion only);

- Recognize, interpret, and use symbols of music notation to demonstrate:
  - tempo indications and their relationships to metronome markings,
  - dynamic markings, dynamic changes, and con sordino,
  - staccato, marcato, and legato;

- Demonstrate good ensemble playing and good tone quality with proper vibrato (Winds only);

- Demonstrate good ensemble playing; proper mallet selection; proper playing of tympani, chime, gong, and Latin American instruments (Percussion only).

Area of Study: Choral Music

Performing/Reading

- Sing accurately minor scales, chromatic scales, melodies based on modal scales, and minor intervals;
- Sing at sight a 32-measure melody, a four-part choral selection, and a polyphonic composition;
- Sing the i, iv, V7 chords as a member of an ensemble and identify the I, i, IV, iv, V7 chords presented aurally and from notation;
- Sing four-part choral compositions using standard notation and contemporary symbols (one singer per part);
- Perform melodic rhythms of music in meters of 5, 7, 9, and 12.
- Sing and perform at sight complex rhythmic patterns using sixteenth notes, eighth and quarter note triplets, and dotted eighth notes;
- Interpret standard, jazz, and rock rhythms;
- Recognize, interpret, and use symbols of musical notation including signs for dynamics and tempo (e.g., tempo primo, rallentando, rubato, portamento, subito piano, ad libitum);
- Demonstrate good tone production of dark and bright vowels, while maintaining uniform tone quality throughout his/her range, in a three- or four-part choral composition and in an extended melismatic passage;
- Demonstrate natural vibrato; straight tone; portamento, glissando and marcato singing; and use of appropriate stylistic tone quality;
- Interpret and evaluate vocal performances.

Listening/Describing

- Describe the characteristics and participate in the performance of a movement from a cantata and/or oratorio, a number from a musical/operetta, and a madrigal and/or motet;

Regulations Adopted: December 14, 1990

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RECOMMENDED INSTRUCTIONAL OBJECTIVES

MUSIC PROGRAM OF STUDY

The music program of study is a K-12 curricular sequence which constitutes the subject matter to be offered in the public schools of West Virginia. An area of study is a logical subdivision of the subject matter contained within a program of study. Four principal areas of study comprise the music program of study: Classroom/General Music, Instrumental Music--Strings, Instrumental Music--Winds and Percussion, and Choral Music.

Area of Study: Classroom/General Music

The area of study Classroom/General Music is an Early Childhood and Middle Childhood sequence of study which constitutes a body of knowledge to be offered in the public schools of West Virginia. This area of study provides a basic introduction to music for all students through activities in singing, playing classroom rhythm instruments, listening, moving to music, and reading notation.

Early Childhood Education

Level K - This level of study provides an introduction to the basic elements of music: melody, harmony, form, rhythm, tempo, dynamics and timbre through both rote and discovery learning.

Level 1 - This level emphasizes the development of elementary concepts of the basic elements of music through performing (singing, playing, moving to music), listening, reading simple melodic and rhythmic patterns and through creative activities.

Level 2 - This level provides for further development of musical concepts, e.g., pentatonic scale, tonic chord, binary form.

Level 3 - This level within the area of study provides for further refinement of musical concepts through the introduction of new material, e.g., letter names of notes, ternary (A-B-A) form, rounds.

Level 4 - This level within the area of study provides for the further refinement of musical skills and concepts, e.g., triads, rondo (A-B-A-C-A) form.

Middle Childhood Education

Level 5 - This level of study provides for the refinement of musical skills and concepts, e.g., major scales, dotted notes, through activities in performing, analyzing and creating music.

Level 6 - This level of study provides for the further refinement of musical skills and concepts, e.g., harmonization, syncopation, through activities in performing, analyzing and creating music.

Level 7 - This level provides for the refinement of musical skills and concepts, e.g., meter changes, twelve bar blues, and for the application of knowledge to advanced activities in performing, analyzing and creating music.

Level 8 - This level provides for the refinement of musical concepts, e.g., harmonization, augmentation and diminution, and for the application of knowledge to activities in performing, analyzing and creating music.

Area of Study: Classroom/General Music

The area of study Classroom/General Music is an Early Childhood and Middle Childhood Education sequence of study which constitutes a body of knowledge to be offered in the public schools of West Virginia. This area of study provides a basic introduction to music for all students through activities in singing, playing classroom rhythm instruments, listening, moving to music, and reading notation.

Early Childhood Education

Level K This level of study provides an introduction to the basic elements of music: melody, harmony, form, rhythm, tempo, dynamics and timbre through both rote and discovery learning.

The learner will:

1. Identify and demonstrate high and low pitches.
2. Demonstrate the contour of a melody.
3. Demonstrate stepwise patterns.
4. Perform skipwise patterns.
5. Perform the melodic patterns *sol* to *mi* and *mi* to *sol*.
6. Recognize pictorial representation for high and low tones, (e.g., *sol* and *mi*).
7. Differentiate between a melody played alone and a melody played with accompaniment.
8. Distinguish between same and different musical phrases and/or sections.
9. Demonstrate the beat of a musical composition.
10. Demonstrate the melodic rhythm of a song.
11. Demonstrate fast and slow tempos.
12. Demonstrate loud and soft dynamics.
13. Recognize the unique quality of his/her own voice.
14. Identify classroom rhythm instruments.

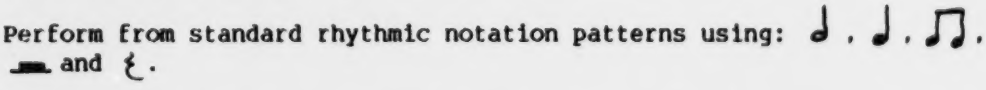
Level 1 - This level emphasizes the development of elementary concepts of the basic elements of music through performing (singing, playing, moving to music), listening, reading simple melodic and rhythmic patterns and through creative activities.

The learner will:

1. Identify stepwise patterns presented aurally and visually.
2. Identify skipwise patterns presented aurally and visually.
3. Manipulate notation for the tones *sol* and *mi*.
4. Perform melodic patterns using the tones *sol*, *mi* and *la*.
5. Manipulate notation for the tones *sol*, *mi* and *la*.
6. Read notation for the tones *sol*, *mi* and *la*.
7. Perform melodic patterns using the tones *sol*, *mi* and *do*.
8. Perform melodic patterns using the tones *do*, *re* and *mi*.
9. Create an original tune.
10. Demonstrate the phrase structure of a composition.
11. Distinguish between beat and melodic rhythm.
12. Perform from standard notation rhythm patterns using , and .
13. Demonstrate accents of strong and weak beats.
14. Demonstrate tempo changes within a piece.
15. Demonstrate dynamic changes.
16. Distinguish between male and female voices.
17. Distinguish between pitched and non-pitched instruments.

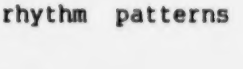
Level 2 - This level provides for further development of musical concepts, e.g., pentatonic scale, tonic chord, binary form.

The learner will:

1. Manipulate notation for the tones *mi, sol, la, and do.*
2. Read notation for the tones *mi, sol, la, and do.*
3. Perform songs based upon the pentatonic scale.
4. Identify the tonal center of a melody.
5. Create an original composition (e.g., tune, sound-story).
6. Distinguish between single notes and chords.
7. Manipulate notation for the chord built on *do.*
8. Participate in playing the chord built on *do.*
9. Identify, from notation, like and different phrases.
10. Interpret the repeat sign.
11. Identify an introduction in music presented aurally.
12. Identify binary (A-B) form.
13. Perform from standard rhythmic notation patterns using: 
14. Demonstrate rhythmic accents of meters in two and three.
15. Relate the term *tempo* to the speed at which a piece is performed.
16. Interpret the symbols *p* and *f* (*piano* and *forte*) in a musical performance.
17. Identify soprano and bass voices.
18. Identify instrumental families by hearing a representative instrument from each family (strings, brass, woodwinds and percussion).

Level 3 · This level within the area of study provides for further refinement of musical concepts through the introduction of new material, e.g., letter names of notes, ternary (A-B-A) form, rounds.

The learner will:

1. Perform songs based upon the major scale.
2. Identify, by letter name, notes on a treble clef staff.
3. Manipulate notation for the pentatonic scale.
4. Read notation for songs based upon the pentatonic scale.
5. Improvise a pentatonic melody.
6. Create and notate an original composition.
7. Recognize when chords change.
8. Participate in performing a two-part round(s).
9. Play (or sing) an ostinato accompaniment.
10. Identify ternary (A-B-A) form.
11. Recognize sequential patterns presented aurally and visually.
12. Demonstrate understanding of *D. C. al Fine*.
13. Perform, from standard notation, rhythm patterns using  .
14. Identify and name whole note ( ), half note ( ), quarter note ( ), eighth notes ( ), whole rest ( ), half rest ( ) and quarter rest ( ).
15. Demonstrate rhythmic accents of meters in two, three and four.
16. Interpret meter signatures of $\frac{2}{4}$, $\frac{3}{4}$, and $\frac{4}{4}$.
17. Demonstrate a *fermata*.
18. Perform a *ritard* (*rit.*, *ritardando*) in a musical composition.
19. Perform an *accelerando* in a musical composition.
20. Interpret the symbols *mp* and *mf* (*mezzo piano* and *mezzo forte*) in a musical performance.
21. Distinguish between a vocal solo and an ensemble performance.
22. Identify violin, string bass, trumpet, tuba, clarinet, bassoon and timpani presented aurally and visually.

Level 4 - This level within the area of study provides for the further refinement of musical skills and concepts, e.g., triads, rondo (A-B-A-C-A) form.

The learner will:

1. Manipulate notation for melodic patterns based upon the C major scale.
2. Read notation for melodies based upon the C major scale.
3. Perform songs based upon minor scales.
4. Demonstrate the function of sharps and flats.
5. Manipulate notation for sharps and flats.
6. Create and notate an original composition.
7. Play the I, IV and V triads of C major.
8. Participate in the performance of a three-part round(s).
9. Participate in the singing of partner songs.
10. Identify a coda in music presented aurally.
11. Demonstrate understanding of multiple endings.
12. Identify rondo form (e.g., A-B-A-C-A).
13. Perform, from standard notation, rhythm patterns including .
14. Identify sixteenth notes by name.
15. Perform, from standard notation, rhythm patterns including .
16. Explain the tempo markings *allegro* and *adagio*.
17. Perform a *crescendo* in a musical composition.
18. Perform a *decrescendo* in a musical composition.
19. Distinguish between soprano and alto voices.
20. Describe the method(s) of tone production for each family of instruments (strings, woodwinds, brass, percussion).
21. Identify instruments of the string family: violin, viola, 'cello, stringed bass and harp.
22. Identify instruments of the woodwind family: flute, clarinet, saxophone, oboe and bassoon.

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23. Identify instruments of the brass family: trumpet, French horn, trombone and tuba.

24. Identify instruments of the percussion family: bass drum, snare drum, timpani, xylophone, cymbals and tambourine.

Middle Childhood Education

Level 5 - This level of study provides for the refinement of musical skills and concepts, e.g., major scales, dotted notes, through activities in performing, analyzing and creating music.

The learner will:

1. Distinguish between songs in major and minor keys presented aurally.
2. Manipulate notation for melodic patterns based on the C and G major scales.
3. Read staff notation for melodies based on the C and G major scales.
4. Play the pattern of whole and half steps for a major scale.
5. Create and notate an original composition in a major key.
6. Perform, from notation, the I, IV and V triads of C and G major.
7. Perform a descant.
8. Sing or play a two-part song(s).
9. Identify theme and variations.
10. Demonstrate understanding of *D. S.*
11. Perform, from standard notation, rhythm patterns including , , , , and .
12. Identify by name the eighth note ( ), eighth rest ( ), dotted quarter note ( ), and dotted half note ( ).
13. Perform, from notation, an anacrusis (e.g., etc.).
14. Interpret *tempo moderato*.
15. Interpret the symbols *pp* and *ff* (*pianissimo* and *fortissimo*) in a musical composition.
16. Distinguish between tenor and bass voices.
17. Identify the four families of instruments as they occur within an orchestral composition presented aurally.

Level 6 - This level of study provides for the further refinement of musical skills and concepts, e.g., harmonization, syncopation, through activities in performing, analyzing and creating music.

The learner will:

1. Identify the C, F and G major key signatures.
2. Perform, at sight, a melody in C, F or G major.
3. Identify the bass clef sign.
4. Create a minor melody.
5. Write and perform notation for the I, IV and V^7 chords of C, F and G major.
6. Select chords to harmonize a melody in C major.
7. Recognize subject entrances in a fugue presented aurally.
8. Distinguish between opera and operetta/musical.
9. Demonstrate rhythm accents of meter in 6.
10. Interpret meter signatures of $\frac{6}{8}$, $\frac{2}{2}$, C and ¢.
11. Perform notated music including tied half notes, tied quarter notes and tied eighth notes.
12. Perform, from notation, the syncopated rhythm pattern .
13. Interpret the term *a tempo*.
14. Identify *sforzando* (*sfz*) and *forte-piano* (*fp*).
15. Compare the use of dynamics in two compositions.
16. Identify soprano, alto, tenor, and bass voices as they occur within a choral composition presented aurally.
17. Describe the method of tone production for piano, harpsichord, pipe or electronic organ.
18. Identify folk instruments and the manner in which the sound is produced.

Level 7 - This level provides for the refinement of musical skills and concepts, e.g., meter changes, twelve-bar blues, and for the application of knowledge to advanced activities in performing, analyzing and creating music.

The learner will:

1. Identify, by letter name, notes on a bass clef staff.
2. Read melodic patterns written in bass clef.
3. Perform at sight a melody in C, F, Bb, Eb, G, D or A major.
4. Identify the C, F, Bb, Eb, G, D or A major key signatures in treble and bass clefs.
5. Sing or play the roots of the I, IV and V^7 chords of major keys to produce harmony.
6. Sight read a two-part song.
7. Sing or play a three-part song.
8. Create and perform an ostinato accompaniment.
9. Perform a twelve-bar blues composition.
10. Perform a notated composition(s) including meter changes. (This should be limited to changes involving $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$, $\frac{6}{8}$, $\frac{2}{2}$, C, ¢.)
11. Perform notated music in meters of 5, 7 or 9.
12. Compare the tempos of two or more movements or compositions.
13. Identify the markings *subito p* and *subito f*.
14. Identify aurally presented standard choral ensembles: men's ensemble, women's ensemble and mixed ensemble.
15. Identify aurally presented standard instrumental ensembles: orchestra, band, woodwind quintet, brass choir, percussion ensemble and string quartet.
16. Identify electronically produced sounds.

Level 8 - This level provides for the refinement of musical concepts, e.g., harmonization, augmentation and diminution, and for the application of knowledge to activities in performing, analyzing and creating music.

The learner will:

1. Identify the key of musical excerpts written in C, F, Bb, Eb, G, D and A major.
2. Improvise four or more measures of music.
3. Perform melodic minor melodies.
4. Perform modal melodies.
5. Select chords to harmonize a melody in C, F or G major.
6. Demonstrate ability to follow a three-part score using bass and treble clefs.
7. Compare two works representing different style periods.
8. Perform a notated composition including meter changes involving meters in 5, 7 and 9.
9. Identify score notation of rhythmic augmentation and diminution.
10. Create and notate a rhythmic composition.
11. Explain the use of tempo(s) to provide unity and/or contrast within a composition.
12. Interpret *tempo rubato*.
13. Explain the use of dynamics as a device providing unity and/or contrast in a composition.
14. Explain the use of timbre to provide unity and contrast within a composition.

Area of Study: Instrumental Music--Strings

The area of study Instrumental Music--Strings is an Early Childhood, Middle Childhood, and Adolescent Education sequence of study which constitutes a body of knowledge to be offered in the public schools of West Virginia. This area of study is devoted to the development of skill in playing violin, viola, 'cello and double bass.

Middle Childhood, Adolescent Education

Instrumental Music--Strings I
Levels 4/5-12 - This level of the elective area of study provides for development of basic playing skills, e.g., first position fingerings, *detaché* bowing, *pizzicato*.

Instrumental Music--Strings II
Level 5/6-12 - This level provides for the further development of playing skills, e.g., string crossings, slurred *staccato* bowing, *portato (louré)* bowing.

Instrumental Music--Strings III
Levels 6/7-12 - This level of study provides for the further development of playing skills, e.g., extended finger positions, natural harmonics.

Instrumental Music--Strings IV
Levels 7/8-12 - This level of study provides further development of playing skills, e.g., double stops, vibrato and finger positions.

Adolescent Education

Instrumental Music--Strings V
Levels 8/9-12 - This level of study provides for the further development of playing skills, e.g., additional finger positions, ensemble playing.

Instrumental Music--Strings VI
Levels 9/10-12 - This level of study provides for the refinement of playing skills, e.g., higher finger positions, artificial harmonics, chords, meter changes.

Instrumental Music--Strings VII
Levels 10/11-12 - This level of study provides for the refinement of playing skills, e.g., embellishment, double stops in higher positions, arpeggios, ensemble playing.

Instrumental Music--Strings VIII
Level 12 - This level of study provides for the further refinement of playing skills, e.g., upper positions, double stops--octaves and fifths. The Baroque suite and sonata allegro form are studied.

Instrumental Music--Strings IX
Level Enrichment - At this level of study emphasis is placed upon dexterity, playing skill, sight reading and stylistic interpretation. The symphony and concerto forms are studied.

Area of Study: Instrumental Music--Strings

The area of study, Instrumental Music--Strings, is an Early Childhood, Middle Childhood, and Adolescent Education sequence of study which constitutes a body of knowledge to be offered in the public schools of West Virginia. This area of study is devoted to the development of skill in playing violin, viola, 'cello and double bass.

Middle Childhood, Adolescent Education

Instrumental Music--Strings I

Levels 4/5-12 - This level of the elective area of study provides for development of basic playing skills, e.g., first position fingerings, *detaché* bowing, *pizzicato*.

The learner will:

1. Play at sight melodies in G and D.
2. Play from memory the major scales of G and D.
3. Identify the tonal center by playing the final notes of aurally presented melodies in the major keys of G and D.
4. Use *detaché* bowing to play *legato* melodies.
5. Play *legato* melodies marked with 2-note slurs.
6. Perform *non-legato* melodies (*staccato*).
7. Match pitches.
8. Identify octaves played in tune.
9. Play octaves.
10. Play phrases.
11. Play like and unlike phrases.
12. Interpret the meaning of the repeat sign.
13. Keep a steady beat.
14. Play meter in 2, 3 and 4.
15. Play tied notes.
16. Play in tempo *andante* and in tempo *moderato*.
17. Play a piece utilizing *piano* and *forte*.
18. Differentiate between *pizzicato* and *arco* playing.
19. Distinguish between good and bad *pizzicato* tone quality.

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20. Play *pizzicato* with good tone quality.

21. Play with resonant tone.

Instrumental Music--Strings II

Level 5/6-12 - Level II provides for the further development of playing skills, e.g., string crossings, slurred *staccato* bowing, *portato (louré)* bowing.

The learner will:

1. Play at sight melodies in C, G and D major.
2. Play from memory the major scales of C, G and D major.
3. Play *tenuto* melodies.
4. Play *legato* melodies marked with 2- and 3-note slurs.
5. Play slurred melodies incorporating string crossings.
6. Play with slurred *staccato* bow stroke.
7. Play with *portato (louré)* bow stroke.
8. Play non-legato melodies. (Detached slur, up to four notes on a bow stroke.)
9. Perform sequences.
10. Differentiate among unisons, octaves and fifths.
11. Perform octaves and unisons. (One finger and one open string.)
12. Perform at sight unisons and octaves. (One finger and one open string.)
13. Play a duet.
14. Participate in the performance of a three-part round.
15. Play like and unlike musical phrases and/or sections.
16. Identify binary form.
17. Identify ternary form.
18. Interpret a *fermata*.
19. Play in tempo *allegro* and in tempo *adagio*.
20. Interpret *ritardando*.
21. Interpret *crescendo* and *decrescendo/diminuendo*.
22. Interpret accents.

23. Play melodies using a resonant tone.

24. Distinguish between correct and incorrect resonant tone.

25. Distinguish between appropriate and inappropriate tone quality.

Instrumental Music--Strings III

Levels 6/7-12 - This level of study provides for the further development of playing skills, e.g., extended finger positions, natural harmonics.

The learner will:

1. Play with extended finger positions in the first postion.
2. Perform melodies using chromatic tones.
3. Play natural harmonics.
4. Tune his/her instrument.
5. Perform using *legato* bow strokes.
6. Play melodies marked with 4-note slurs.
7. Play melodies in major keys up to and including 3 sharps and 2 flats.
8. Write and play major scales through 3 sharps and 2 flats.
9. Perform e, b and a natural minor scales.
10. Play a trill.
11. Perform seconds, thirds, fourths, sixths and sevenths formed with one fingered and one open string. (Omit Bass.)
12. Perform at sight seconds, thirds, fourths, sixths and sevenths formed with one fingered and one open string. (Omit Bass.)
13. Play triads in major keys. (Three players.)
14. Participate in the performance of a round.
15. Interpret *D.C. al Fine*.
16. Demonstrate understanding of multiple endings.
17. Interpret *D.S. al Fine*.
18. Perform at sight music containing sixteenth notes.
19. Perform at sight music containing dotted rhythms.
20. Play at sight eighth note triplets.
21. Play meter in 6.
22. Interpret *a tempo* in musical performance.
23. Demonstrate contrasting dynamics: *p, mp, mf, f*.

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24. Play melodies utilizing both resonant and intense tone qualities.

25. Distinguish between vibrato and non-vibrato playing.

Instrumental Music--Strings IV

Levels 7/8-12 - This level of study provides further development of playing skills, e.g., double stops, vibrato, finger positions.

The learner will:

1. Play melodies which, because of extended range or convenience of finger patterns, require the use of positions other than first. (These positions are different for the various stringed instruments. Thus they need to be specified for Level IV as follows:
   Violin - 3rd position,
   Viola - 3rd position,
   'Cello - 1/2, 2nd, 3rd and 4th positions and extensions,
   Bass - 1/2, 2nd, 3rd and 4th positions and extensions.)

2. Play at sight melodies which, because of extended range or convenience of finger patterns, require the use of positions other than first. (These positions are different for the various stringed instruments. Thus, they need to be specified for Level IV as follows:
   Violin - 3rd position,
   Viola - 3rd position,
   'Cello - 1/2, 2nd, 3rd and 4th positions and extensions,
   Bass - 1/2, 2nd, 3rd and 4th positions and extensions.)

3. Play melodies in major keys up to and including 3 sharps and 3 flats.

4. Play major scales through 3 sharps and 3 flats.

5. Play harmonic minor scales through 2 sharps and 2 flats.

6. Identify harmonic minor melodies.

7. Play grace notes.

8. Play unisons and octaves formed with one open string and one string fingered in third position. ('Cellos and basses in fourth position.)

9. Play sixths in first position. (Exclude basses.)

10. Perform using *spiccato* bow strokes.

11. Perform using *martelé* bow strokes.

12. Participate in the performance of a round. (Using first and third positions; 'cellos and basses in fourth position.)

13. Identify a rondo.

14. Perform meter in 5.

15. Perform meter in 9.

16. Play syncopated rhythm patterns.

17. Play at sight pieces marked *largo*.

18. Interpret music using contrasting dynamics: *pp*, *p*, *mp*, *mf*, *f*, *ff*.

19. Play melodies using both resonant and intense tone qualities.

20. Play melodies with vibrato.

21. Demonstrate characteristics of good ensemble playing.

22. Play a melody *Con Sordino*.

Adolescent Education

Instrumental Music--Strings V

Levels 8/9-12 - This level of study provides for the further development of playing skills, e.g., additional finger positions, ensemble playing.

The learner will:

1. Play melodies in major keys up to and including 4 sharps and 4 flats.
2. Play major scales through 4 sharps and 4 flats.
3. Play melodies in minor keys up to and including 2 sharps and 2 flats.
4. Play melodic minor scales up to and including 2 sharps and 2 flats.
5. Play a chromatic scale.
6. Identify melodic minor melodies.
7. Identify the tonal center and mode of a melody.
8. Play melodies which, because of extended range or convenience, require the use of additional positions. (These positions are different for the various stringed instruments. Thus, they need to be specified for Level 5 as follows:
   Violin - 2nd position,
   Viola - 2nd position,
   'Cello and bass - continuation of 1/2, 2nd, 3rd and 4th positions and extensions.)
9. Participate in the performance of a duet. (First and third positions; 'cellos and basses use fourth position.)
10. Identify thirds.
11. Identify an introduction.
12. Identify a coda.
13. Play subdivided meter.
14. Interpret the rhythmic subdivisions of music script, e.g., .
15. Play at sight pieces marked *allegretto*.
16. Interpret *sforzando* and *sforzato*.
17. Identify characteristic tone qualities of each of the four strings on his/her instrument.
18. Demonstrate characteristics of good ensemble (quartet) playing.

Instrumental Music--Strings VI

Levels 9/10-12 - This level of study provides for the refinement of playing skills, e.g., higher finger positions, artificial harmonics, chords, meter changes.

The learner will:

1. Play melodies which, because of extended range or convenience of finger patterns, require the use of the higher positions. (These positions are different for the various stringed instruments. Thus, they need to be specified for Level 6 as follows:
   Violin - 4th and 5th positions,
   Viola - 4th and 5th positions,
   'Cello and Bass - 5th and 6th positions and extensions.)

2. Play at sight, melodies which, because of extended range or convenience of finger patterns, require the use of the higher positions. (These positions are different for the various stringed instruments. Thus, they need to be specified for Level 6 as follows:
   Violin - 4th and 5th positions,
   Viola - 4th and 5th positions,
   'Cello and Bass - 5th and 6th positions and extensions.)

3. Play melodies in minor keys up to and including 4 sharps and 3 flats.

4. Play minor scales through 4 sharps and 3 flats.

5. Interpret a double sharp.

6. Interpret a double flat.

7. Play sixths using extended range positions. (Basses excluded.)

8. Play stopped octaves and fifths. (Basses excluded.)

9. Play thirds in the first three positions. (Exclude 'cellos and basses.)

10. Participate in the performance of a duet using first, third and fifth positions. ('Cello and bass use first, second and fourth positions.)

11. Play 3- and 4-note chords.

12. Identify and play arpeggiated I, IV and V^7 chords.

13. Play meter in 7.

14. Play meter in 12.

15. Play melodies with changing meters.

16. Interpret *accelerando*.

17. Interpret contrasting dynamics.

18. Interpret *subito f* and *subito p*.

19. Play with different speeds of vibrato.

20. Demonstrate characteristics of good ensemble (string orchestra) playing.

Instrumental Music--Strings VII

Levels 10/11-12 - This level of study provides for the refinement of playing skills, e.g., embellishment, double stops in higher positions, arpeggios, ensemble playing.

The learner will:

1. Play melodies in major keys.
2. Play all major scales.
3. Play melodies in minor keys.
4. Play all minor scales.
5. Play a turn ( ).
6. A. Violin and Viola: Play artificial harmonics.
   B. 'Cello and Bass: Identify artificial harmonics.
7. Play double stopped perfect fourths. (Exclude 'cellos and basses.)
8. Play major or minor double stopped sixths using higher range positions. (Exclude 'cellos and basses.)
9. Play arpeggiated chords in root position and in the first inversion.
10. Participate in the performance of a duet. (First, third and fifth positions; 'cellos and basses in first, second and fourth postions.)
11. Participate in the performance of a trio.
12. Identify a counter melody.
13. Identify tone clusters.
14. Identify the subject of a fugue.
15. Identify a counter subject in a fugue.
16. Play in $\frac{5}{8}$ meter.
17. Play in $\frac{7}{8}$ meter.
18. Explain terraced dynamics.
19. Describe timbral characteristics of specific instruments.
20. Demonstrate characteristics of good ensemble (full orchestra) playing.

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Instrumental Music--Strings VIII

Level 12 - This level of study provides for the further refinement of playing skills, e.g., upper positions, double stops--octaves and fifths. The Baroque suite and sonata allegro form are studied.

The learner will:

1. Play melodies which, because of extended range or convenience of finger patterns, require the use of the higher positions. (These positions are different for the various stringed instruments. Thus, they need to be specified for level 8 as follows:
   Violin - 6th position and above,
   Viola - 6th position and above,
   'Cello - Thumb position,
   Bass - Extreme upper position.)
2. Select and prepare a solo.
3. Evaluate his/her solo performance.
4. Play double stopped octaves and fifths. (Exclude basses.)
5. Play double stopped thirds and sixths. (Exclude basses.)
6. Compare two-, three-, and four-part harmony.
7. Interpret the movements of a Baroque Suite.
8. Identify the three parts of a movement in Sonata Allegro form.
9. Play melodies with changing meters.
10. Interpret tempo changes within a piece.
11. Play at sight a piece containing terraced dynamics.
12. Distinguish between correctly adjusted instruments and those incorrectly adjusted.

Instrumental Music--Strings IX

Level Enrichment - At this level of study emphasis is placed upon dexterity, playing skill, sight reading and stylistic interpretation. The symphony and concerto forms are studied.

The learner will:

1. Play melodies which, because of extended range, convenience of finger patterns or sound stipulations, require the use of the higher positions.
2. Interpret a solo.
3. Play double stopped octaves and fifths. (Exclude basses.)
4. Play double stopped thirds and sixths. (Exclude basses.)
5. Play arpeggiated i, iv and V^7 chords in minor keys.
6. Describe a symphony.
7. Describe a concerto.
8. Play at sight melodies having metric modulations.
9. Play melodies requiring subdivision of the beat.
10. Conduct tempo changes.
11. Interpret contrasting dynamics.
12. Critique ensemble tone quality.

Area of Study: Instrumental Music--Winds and Percussion

The area of study Instrumental Music--Winds and Percussion is a Middle and Adolescent Education sequence of study which constitutes a body of knowledge to be offered in the public schools of West Virginia. This area of study is devoted to the development of skill in playing the standard brass, woodwind and percussion instruments used in bands and orchestras.

Middle Childhood Education, Adolescent Education

Instrumental Music--Winds and Percussion I
Levels 5/6-12 - This level of the elective area of study provides for the development of basic playing skills, e.g., good embouchure, tone quality, fingerings and the interpretation of musical notation.

Instrumental Music--Winds and Percussion II
Levels 6/7-12 - This level of study provides for the further development of playing skills, e.g., additional fingerings, *staccato*, good intonation.

Instrumental Music--Winds and Percussion III
Levels 7/8-12 - This level of study provides for the further development of playing skills, e.g., additional fingerings, sight reading, articulation. Ensemble playing is introduced.

Adolescent Education

Instrumental Music--Winds and Percussion IV
Levels 8/9-12 - This level of study provides for the further development of playing skills, e.g., additional fingerings, arpeggios, grace notes.

Instrumental Music--Winds and Percussion V
Levels 9/10-12 - This level of study provides for the refinement of playing skills, e.g., additional keys, arpeggios, trills and rhythm patterns.

Instrumental Music--Winds and Percussion VI
Levels 10/11-12 - The level of study provides for the refinement of playing skills, e.g., additional keys, interpretation of music script, polymeters. Stage band rhythms are introduced.

Instrumental Music--Winds and Percussion VII
Level 12 - This level of study provides for the refinement of playing and sight reading skills, e.g., precise rhythmic articulation, changing meters, rubato. Use of vibrato is introduced.

Instrumental Music--Winds and Percussion VIII
Level Enrichment - At this level of study emphasis is placed upon dexterity, playing skill, sight reading and interpretation.

Area of Study: Instrumental Music--Winds and Percussion

The area of study Instrumental Music--Winds and Percussion is a Middle and Adolescent Education sequence of study which constitutes a body of knowledge to be offered in the public schools of West Virginia. This area of study is devoted to the development of skill in playing the standard brass, woodwind and percussion instruments used in bands and orchestras.

Middle Childhood Education, Adolescent Education

Instrumental Music--Winds and Percussion I

Levels 5/6-12 - This level of the elective area of study provides for the development of basic playing skills, e.g., good embouchure, tone quality, fingerings and the interpretation of musical notation.

The learner will:

1. Play notated melodies based on the concert major scales of F, Bb and Eb.
2. Notate and play a major scale.
3. Play *legato* melodies marked with two- and three-note slurs. (Brass and woodwinds only.)
4. Play an instrumental solo.
5. Participate in the performance of a duet.
6. Participate in the performance of a three-part round.
7. Match pitches with good intonation. (Brass and woodwinds only.)
8. Identify like and unlike musical phrases and/or sections.
9. Interpret the meaning of the repeat sign.
10. Interpret *D.C. al Fine*.
11. Interpret multiple endings.
12. Interpret a measure repeat sign.
13. Demonstrate a steady beat.
14. Play meter in and 2, 3 and 4.
15. Play tied notes.
16. Interpret a *fermata*.
17. Play a multiple bounce exercise. (Percussion only.)

18. Play single strokes. (Percussion only.)

19. Play a five stroke roll. (Percussion only.)

20. Play a nine stroke roll. (Percussion only.)

21. Play flams. (Percussion only.)

22. Play ruffs. (Percussion only.)

23. Play a seventeen stroke roll. (Percussion only.)

24. Differentiate between *allegro* and *andante*.

25. Interpret the dynamic markings *p* and *f*.

26. Identify by sound musical instruments used in beginning band.

27. Describe the method of tone production for brass instruments.

28. Describe the method of tone production for woodwind instruments.

29. Describe the method of sound production of percussion instruments.

30. Differentiate between good and poor tone quality.

Instrumental Music--Winds and Percussion II

Levels 6/7-12 - This level of study provides for the further development of playing skills, e.g., additional fingerings, *staccato*, good intonation.

The learner will:

1. Play at sight melodies in the concert keys of C, F, Bb, Eb and Ab.
2. Play from memory major scales in the concert keys of C, F, Bb, Eb and Ab.
3. Play chromatic passages.
4. Play the diatonic intervals of M2, M3, P4, P5, M6, M7 and P8.
5. Perform at sight a melody written in a minor key.
6. Play *legato* melodies marked with four-note slurs. (Brass and woodwinds only).
7. Play *staccato* passages.
8. Perform a counter melody.
9. Identify binary (AB) form.
10. Identify ternary (ABA) form.
11. Interpret *D.S. al Fine*.
12. Perform at sight music containing sixteenth notes.
13. Play triplets.
14. Play meter in 6.
15. Play a seven stroke roll. (Percussion only.)
16. Play flam accents number 1 and number 2. (Percussion only.)
17. Play a thirteen stroke roll. (Percussion only.)
18. Play a flam tap. (Percussion only.)
19. Play a flamacue. (Percussion only.)
20. Play single, double and triple paradiddles. (Percussion only.)
21. Interpret the marking *Rit.*, *Ritard* or *Ritardando*.
22. Interpret *a tempo*.
23. Demonstrate *p, mp, mf and f*.
24. Interpret *crescendo* and *decrescendo*.

25. Interpret accents.

26. Identify and classify wind and percussion instruments presented aurally.

27. Demonstrate proper techniques of playing the bass drum, cymbals and triangle. (Percussion only.)

28. Play melodies using acceptable tone. (Brass and woodwinds only.)

Instrumental Music--Winds and Percussion III

Levels 7/8-12 - This level of study provides for the further development of playing skills, e.g., additional fingerings, sight reading, articulation. Ensemble playing is introduced.

The learner will:

1. Play at sight melodies in the concert keys of C, G, F, Bb, Eb, and Ab.
2. Notate and play the concert C, G, F, Bb, Eb and Ab major scales.
3. Perform at sight a harmonic minor melody.
4. Notate and play minor scales.
5. Play a chromatic scale.
6. Interpret a modulation at sight.
7. Identify a coda.
8. Play meter in 5.
9. Perform at sight music containing syncopation.
10. Play a flam paradiddle (flamadiddle). (Percussion only).
11. Play a single drag. (Percussion only.)
12. Play "Lesson 25." (Percussion only.)
13. Play a double drag. (Percussion only.)
14. Play in tempo *adagio* and tempo *moderato*.
15. Interpret *Accelerando*.
16. Interpret the dynamic markings *pianissimo, piano, mezzo piano, mezzo forte, forte and fortissimo* in musical performance.
17. Demonstrate *crescendo* and *decrescendo*.
18. Demonstrate characteristics of good ensemble playing.

Adolescent Education

Instrumental Music--Winds and Percussion IV

Levels 8/9-12 - This level of study provides for the further development of playing skills, e.g., additional fingerings, arpeggios, grace notes.

The learner will:

1. Play at sight melodies in the concert keys of C, G, F, Bb, Eb, Ab and Db major.
2. Play from memory a relative minor scale.
3. Notate and play a chromatic scale.
4. Play grace notes.
5. Play arpeggios.
6. Perform a canon.
7. Perform at sight a melody containing a change of meter.
8. Play a single ratamacue. (Percussion only.)
9. Play a double ratamacue. (Percussion only.)
10. Play a triple ratamacue. (Percussion only.)
11. Demonstrate an anticipated seven stroke roll. (Percussion only.)
12. Play a fifteen stroke roll. (Percussion only.)
13. Demonstrate *presto* and *largo*.
14. Interpret *sfz*.
15. Interpret *sfp*.
16. Demonstrate increasing ability to produce pleasing tone quality.

Instrumental Music--Winds and Percussion V

Levels 9/10-12 - This level of study provides for the refinement of playing skills, e.g., additional keys, arpeggios, trills and rhythm patterns.

The learner will:

1. Play melodies in major keys up to and including 4 sharps and 5 flats.
2. Play from memory major scales through 4 sharps and 5 flats.
3. Play a trill.
4. Interpret a double sharp.
5. Interpret a double flat.
6. Play arpeggiated I chords in major keys up to and including 4 sharps and 5 flats.
7. Identify the subject of a fugue.
8. Play meter in 7.
9. Play meter in 9.
10. Play meter in 12.
11. Play a ten stroke roll. (Percussion only.)
12. Play a drag paradiddle number 1. (Percussion only.)
13. Play a drag paradiddle number 2. (Percussion only.)
14. Play a flam paradiddle-diddle. (Percussion only.)
15. Demonstrate the relationship of tempo indications to metronome markings.
16. Play conducted dynamic changes.
17. Play *staccato*, *marcato* and *legato*.
18. Demonstrate increasing awareness of good ensemble playing.
19. Play timpani. (Percussion only.)

Instrumental Music--Winds and Percussion VI

Levels 10/11-12 - This level of study provides for the refinement of playing skills, e.g., additional keys, interpretation of music script, polymeters. Stage band rhythms are introduced.

The learner will:

1. Play melodies in major keys up to and including five sharps and six flats.
2. Play from memory major scales through five sharps and six flats.
3. Play a turn ( ).
4. Play arpeggiated and I and V^7 chords in major keys up to and including 2 sharps and 2 flats.
5. Identify a counter melody.
6. Perform and identify march form.
7. Perform and describe the structure of a concerto.
8. Interpret the rhythmic subdivision of music script, e.g., , , , .
9. Play polymeters.
10. Play standard stage band rhythms. (Percussion only.)
11. Perform a piece using terraced dynamics.
12. Explain terraced dynamics.
13. Describe the tonal qualities of selected mallets. (Percussion only.)

Instrumental Music--Winds and Percussion VII

Level 12 - This level of study provides for the refinement of playing and sight reading skills, e.g., precise rhythmic articulation, changing meters, *rubato*. Use of vibrato is introduced.

The learner will:

1. Play at sight melodies in major keys.
2. Play at sight melodies in minor keys.
3. Evaluate his/her performance of a solo passage.
4. Identify rondo form.
5. Demonstrate precise rhythmic articulation.
6. Play melodies with changing meters.
7. Play melodies requiring subdivision of the beat.
8. Perform augmentation and diminution.
9. Play *rubato* passages.
10. Interpret dynamic changes.
11. Play melodies requiring mutes. (Appropriate instruments only.)
12. Explain *con sordino*.
13. Play melodies with vibrato. (Brass and woodwinds only, except clarinet and French horn.)
14. Demonstrate proper techniques of playing chimes and gong. (Percussion only.)
15. Demonstrate proper techniques of playing Latin American percussion instruments. (Percussion only.)

Instrumental Music--Winds and Percussion VIII

Level Enrichment - At this level of study emphasis is placed upon dexterity, playing skill, sight reading and interpretation.

The learner will:

1. Play major and relative minor scales.
2. Play major and minor scales in thirds.
3. Interpret an instrumental solo passage with proper style.
4. Play arpeggiated major and minor triads.
5. Improvise background "fills." (Percussion only.)
6. Compare formal structures.
7. Demonstrate different combinations of articulation.
8. Play at sight a melody having metric modulations.
9. Play conducted tempo changes.
10. Interpret contrasting dynamics.
11. Describe timbral characteristics of specific instruments.

Area of Study: Choral Music

The area of study Choral Music is a Middle Childhood and Adolescent Education sequence of study which constitutes a body of knowledge to be offered in the public schools of West Virginia. This area of study is devoted to the development of skill in use of the singing voice.

Middle Childhood Education, Adolescent Education

Choral Music I
Levels 6-12 - This level of the area of study emphasizes basic music reading skills and development of good vocal production, e.g., pleasing tone quality, intonation.

Choral Music II
Levels 7-12 - This level of study provides for the further development of music reading skills, vocal techniques and ensemble singing, e.g., balance, blend, intonation, resonance.

Choral Music III
Levels 8-12 - This level of study provides for the further development of vocal technique, ensemble singing and sight singing. The musical form studied is the chorale.

Adolescent Education

Choral Music IV
Levels 9-12 - This level of study provides for the refinement of vocal technique, sight reading and ensemble performance skills. The musical form studied is the cantata.

Choral Music V
Levels 10-12 - This level of study provides for the further refinement of vocal technique, sight reading and ensemble performance skills. The musical forms studied are the operetta and musical.

Choral Music VI
Levels 11-12 - This level of study provides for the further refinement of vocal technique, sight reading and ensemble performance skills. The musical form studied is the oratorio.

Choral Music VII
Level 12 - This level of study emphasizes vocal facility, technique, sight reading and interpretation.

Area of Study: Choral Music

The area of study Choral Music is a Middle Childhood and Adolescent Education sequence of study which constitutes a body of knowledge to be offered in the public schools of West Virginia. This area of study is devoted to the development of skill in use of the singing voice.

Middle Childhood Education, Adolescent Education

Choral Music I

Levels 6-12 - This level of the area of study emphasizes basic music reading skills and development of good vocal production, e.g., pleasing tone quality, intonation.

The learner will:

1. Sing major scales.
2. Sing at sight an eight-measure melody in a major key.
3. Demonstrate proper attacks and releases.
4. Demonstrate *legato* singing.
5. Demonstrate *staccato* singing.
6. Sing unison songs from notated scores.
7. Sing two-part songs from notated scores.
8. Sing arpeggiated major triads.
9. Identify binary (AB) form.
10. Identify ternary (ABA) form.
11. Identify and perform phrases.
12. Perform at sight rhythm patterns in $\frac{2}{4}$, $\frac{3}{4}$, and $\frac{4}{4}$ meters.
13. Perform a song in $\frac{6}{8}$.
14. Perform a melody containing syncopation.
15. Perform a piece containing meter changes.
16. Interpret the tempo markings *ritardando* and *a tempo*.
17. Demonstrate the tempo markings *allegro* and *andante*.
18. Interpret a *fermata*.
19. Interpret the symbols *p*, *mp*, *mf* and *f* (*piano*, *mezzo piano*, *mezzo forte and forte*) in musical performance.

20. Interpret *crescendo* and *decrescendo* marks.

21. Demonstrate good tone production in singing unison and two-part songs.

22. Describe at least four characteristics of good tone production, e. g., breath support, vowels, resonance, attacks and releases.

23. Identify soprano, alto, cambiata, tenor and bass voices when heard.

Choral Music II

Levels 7-12 - This level of study provides for the further development of music reading skills, vocal techniques and ensemble singing, e.g., balance, blend, intonation, resonance.

The learner will:

1. Sing major and perfect intervals.
2. Sing minor scales.
3. Perform a minor melody.
4. Sing with proper use of metrical and textual accents.
5. Sing at sight a two-part choral composition in a major key.
6. Sing three-part songs from score notation.
7. Sing arpeggiated major and minor triads.
8. Identify major and minor triads presented aurally.
9. Participate in the performance of a canon.
10. Describe the construction of a canon.
11. Participate in the performance of a spiritual.
12. Identify three characteristics of the spiritual.
13. Demonstrate the phrase structure of a composition using proper breathing.
14. Perform at sight rhythm patterns in $\frac{6}{8}$ meter.
15. Perform a syncopated ostinato.
16. Perform at sight a rhythm pattern containing meter changes with the beat remaining constant.
17. Demonstrate the tempo markings *adagio*, *moderato* and *allegretto*.
18. Interpret the marking *accelerando* (*accel.*).
19. Interpret the symbols *pp* and *ff* (*pianissimo* and *fortissimo*) in musical performance.
20. Sing a sustained pitch using *crescendo* and *descrescendo*.
21. Demonstrate good tone production in singing two- and three-part songs.

Choral Music III

Levels 8-12 - This level of study provides for the further development of vocal technique, ensemble singing and sight singing. The musical form studied is the chorale.

The learner will:

1. Sing at sight major and perfect intervals.
2. Sing at sight an eight measure minor melody.
3. Interpret accent (>) and *tenuto* (–) markings in a choral score.
4. Sing letter names of a melody written in bass clef.
5. Sing at sight a three-part choral composition in a major key.
6. Perform a two-part choral composition in a minor key.
7. Identify major and minor triads from a notated score.
8. Sing the 1, IV and V^7 chords as a member of an ensemble.
9. Identify the 1, IV and V^7 chords presented aurally.
10. Participate in the performance of a chorale.
11. Identify two characteristics of the chorale.
12. Demonstrate proper breathing and dynamics in the interpretation of phrases.
13. Perform at sight a syncopated rhythm pattern.
14. Perform meter changes in which the eighth note remains constant.
15. Perform a melody in cut time.
16. Perform rhythmic augmentation and diminution of a melody.
17. Demonstrate the tempo markings *largo* and *presto*.
18. Interpret the symbols *ppp* and *fff* (*pianississimo* and *fortississimo*) in a musical performance.
19. Demonstrate good tone production while singing in a small ensemble.
20. Describe characteristics of the changing voice.

Adolescent Education

Choral Music IV

Levels 9-12 - This level of study provides for the refinement of vocal technique, sight reading and ensemble performance skills. The musical form studied is the cantata.

The learner will:

1. Sing minor intervals.
2. Sing natural, melodic and harmonic minor scales.
3. Demonstrate *marcato* singing.
4. Sing a four-part choral composition from a notated score.
5. Identify I, IV and V^7 chords from a notated score.
6. Sing the i, iv and V^7 chords as a member of an ensemble.
7. Identify the i, iv and V^7 chords presented aurally.
8. Sing a movement from a cantata.
9. Identify three characteristics of the cantata.
10. Demonstrate proper breathing and dynamics in the interpretation of the phrase structure of an unfamiliar composition.
11. Sing at sight sixteenth note passages.
12. Sing at sight music containing ♪. 𝅘𝅥𝅯 patterns.
13. Sing at sight music containing triplets of eighth notes.
14. Perform a song using $\frac{3}{8}$, $\frac{9}{8}$ or $\frac{12}{8}$ meter.
15. Demonstrate *rallentando*.
16. Interpret dynamic markings in an unfamiliar composition.
17. Demonstrate good tone production in a three- or four-part song.

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Choral Music V

Levels 10-12 - This level of study provides for the further refinement of vocal technique, sight reading and ensemble performance skills. The musical forms studied are the operetta and musical.

The learner will:

1. Sing at sight minor intervals.
2. Sing a chromatic scale of one octave ascending and descending.
3. Demonstrate techniques of *portamento* and *glissando*.
4. Sing at sight a four-part choral composition.
5. Identify i, iv and V^7 chords from a notated score.
6. Participate in the performance of a number from an operetta/musical.
7. Describe characteristics of an operetta/musical.
8. Perform at sight music containing the patterns: .
9. Perform songs using meters in 5 and 7.
10. Demonstrate the tempo markings *lento*, *grave*, *vivo* and *vivace*.
11. Interpret *subito p*.
12. Demonstrate *fp*.
13. Demonstrate the production of "dark" and "bright" vowels with good tone quality.
14. Demonstrate characteristics of good tone production in a four-part ensemble.

Choral Music VI

Levels 11-12 - This level of study provides for the further refinement of vocal technique, sight reading and ensemble performance skills. The musical form studied is the oratorio.

The learner will:

1. Sing a melody based upon a modal scale (dorian, phrygian, lydian, mixolydian or locrian).
2. Demonstrate proper techniques in singing an extended melismatic passage.
3. Participate in the performance of a four-part polyphonic composition.
4. Sing a four-part choral composition (one singer per part).
5. Participate in the performance of a movement from an oratorio.
6. Identify three characteristics of the oratorio form.
7. Sing a song containing $\overset{3}{\text{♩♩♩}}$.
8. Perform songs using $\frac{3}{2}$ or $\frac{4}{2}$ meter.
9. Demonstrate *rubato*.
10. Interpret *tempo primo*.
11. Demonstrate terraced dynamics.
12. Define terraced dynamics.
13. Demonstrate natural vibrato and straight tone.

Choral Music VII

Level 12 - This level of study emphasizes vocal facility, technique, sight reading and interpretation.

The learner will:

1. Interpret a solo.
2. Perform compositions notated with contemporary and/or non-traditional symbols.
3. Sing at sight a 32 measure melody written in standard notation.
4. Sing at sight a four-part polyphonic composition.
5. Perform a madrigal or motet as a member of an ensemble.
6. Identify three characteristics of the madrigal or motet.
7. Interpret standard, jazz and rock rhythms.
8. Demonstrate *ad libitum*.
9. Demonstrate tempo changes.
10. Interpret *sfz*.
11. Interpret *sfp*.
12. Evaluate a vocal performance.
13. Demonstrate the appropriate stylistic tone quality when singing a polyphonic composition.
14. Maintain uniform tone quality throughout his/her vocal range.

GLOSSARY

GLOSSARY OF MUSICAL TERMS FROM LEARNING OUTCOMES FOR GENERAL MUSIC

Accelerando. Become faster.

Accent. Emphasize. A stressed note or beat.

Adagio. Slowly.

Allegro. Fast.

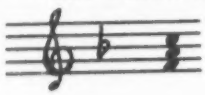
Anacrusis. Upbeat, or pick-up note. Ex.

Beat. Rhythmic emphasis in music.

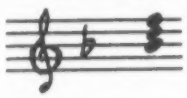
Binary form. Having 2 distinct parts (or tunes).

Chord. Three or more tones sounded simultaneously.

I chord - triad built on do or the first degree of the scale.

Ex. 

IV chord - triad built on fa or the 4th degree of the scale.

Ex. 

V chord - triad built on sol or the 5th degree of the scale.

Ex.

Coda. Ending section added to the form of a piece of music.

Contour. Shape; direction.

Crescendo. Gradually getting louder.

D. C. al Fine. Indication to repeat from the beginning to the word "Fine," or end.

Decrescendo. Gradually getting softer.

Descant. Countermelody played or sung above the main melody.

D. S. Repeat the music from the sign.

Dynamics. Degrees of loudness and softness.

Folk instruments. Guitar, banjo, fiddle, dulcimer, recorder, harmonica, mandolin, jug, steel drum, zither, kalimba, ukulele, castanets, maracas, guiro, sitar, bagpipes, balalaika, cabasa.

f, Forte. Loud.

Fermata. 𝄐 placed over a note indicating that note is to be held longer than its normal time value.

ff, Fortissimo. Very loud.

fp, Fortepiano. Sudden change from loud to soft.

Fugue. A composition in which the theme is repeated in different voices at different times.

Identify. Statement of aural and/or visual recognition.

Manipulate. To handle or place, as in the use of a flannel board.

Melodic pattern. A group of tones of varying pitches forming a recognizable unit.

Melodic rhythm. Rhythmic pattern of the melody.

Meter. Basic grouping of beats and accents within the measure as indicated by the meter signature. Ex. $\frac{4}{4}$, $\frac{3}{4}$ or $\frac{6}{8}$.

Meter signature. Numberical indication found at the beginning of a piece of music that denotes the number of beats in a measure and the type of note receiving one beat.

mf, Mezzoforte. Moderately loud.

Moderato. At a moderate speed.

mp, Mezzopiano. Moderately soft.

Musical phrase. Natural division of a melodic line; comparable to a sentence in grammar.

Non-pitched. Not having the ability to play the high and low qualities of music or a melody.

Opera. Drama with costumes and scenery in which most of the text is sung to the accompaniment of an orchestra.

Operetta. Short opera of a light character containing spoken dialogue and singing.

Ostinato. Repeated pattern.

Pentatonic. Five tone scale.

Perform. As in rote instruction; imitate teacher or recorded performance.

Phrase structure. Pattern of like and unlike phrases within a piece.

Piano. Soft.

Pictorial notation. Notation for children; pictures are used in place of notes.

Pitched instruments. Instruments having the ability to play the high and low qualities of music or melody.

pp, Pianissimo. Very soft.

Read. Play or sing from notation.

Repeat sign, . Call for repetition of the music enclosed within.

Rhythm instruments. Non-pitched instruments used to play simple music rhythms, e.g., drum, rhythm sticks, sandblocks, wood block, triangle, jingle bells.

Ritardando, Rit. Gradually getting slower.

Rondo. A form in which the same refrain alternates with contrasting sections. Ex. A B A C A.

Rubato. Slight alteration in the duration of beats.

Sequential pattern. Repetition of a melodic figure at different pitch levels.

Sfz, Sforzando. A chord or tone played with force or emphasis.

Sound story. Sound effects with a story.

Subito p. Suddenly soft.

Subito f. Suddenly loud.

Syncopation. Rhythm pattern produced by emphasis on a normally weak beat.

Tempo. Speed of music.

Ternary. Three distinct sections with the third being a repetition of the first; ABA.

Theme and variations. Form in which a melody is stated and is followed by a series of modifications of that melody.

Tie. A curved line joining two successive notes of the same pitch indicating that the second note is a prolongation and not sounded separately.

Ex.

Timbre. Tone quality.

Tonal center. The fundmented tone of the piece of music; I, or tonic, or do.

Tone production. Method by which a distinct sound or pitch is produced.

Triad. A chord of three tones made of a chain of thirds.

Timpani. Kettledrum.

Write. Communicating with musical symbols.

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